

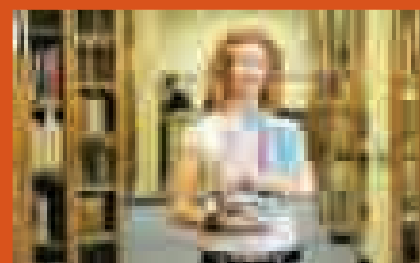
Department for Children, Education, Lifelong Learning and Skills



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Quality and Effectiveness Framework for post-16 learning in Wales

Delivering Skills that Work for Wales



Quality and Effectiveness Framework for post-16 learning in Wales

Audience	Further education institutions; work-based learning providers; local education authorities; Welsh for Adults language centres; Estyn; National Union of Students; fforwm; National Training Federation for Wales; NIACE Dysgu Cymru; Community Learning Wales; Wales Council for Voluntary Action; Association of Learning Providers; Children and Young People's Partnerships; Youth Forum Co-ordinators; Funky Dragon; 14-19 networks; Federation of Awarding Bodies; teaching unions; Lifelong Learning UK; Centre for Excellence in Leadership; Higher Education Funding Council for Wales; Sector Skills Councils; Equality and Human Rights Commission; Faith Communities Fora.
Overview	<i>Skills that Work for Wales</i> commits the Welsh Assembly Government to establishing a new Quality and Effectiveness Framework to support continued improvements in the quality of post-16 learning. From autumn 2009 current quality assurance arrangements will be replaced with a new, streamlined framework which will be aligned with Estyn's inspection cycle and will delegate more responsibility to providers with a track record of good performance. This publication outlines progress to date in developing the Quality and Effectiveness Framework, current thinking on its content and a timetable for implementation.
Action required	This publication is for information and will be followed up by further dialogue with providers and other stakeholders. Comments or questions on its contents are welcome and should be directed to the contacts listed below.
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Related documents	Skills that Work for Wales: A skills and employment strategy and action plan Transforming Education and Training Provision in Wales Extending Entitlement: Youth support services for 11-25 year olds in Wales Stronger partnerships for better outcomes Promise and Performance (The Webb Review) The Learning Country: Vision into Action



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Ministerial Foreword



During 2008, we consulted widely with stakeholders on *Skills that Work for Wales*, a new skills and employment strategy for Wales which will help to secure a strong and enterprising economy, services that are responsive to the needs of people and businesses, and a strong network of providers with the capacity to deliver the skills of the future. The volume of responses showed the great enthusiasm with which the learning and skills sector is engaging with the Assembly Government on this agenda. Above all, there was a recognition that we cannot stand still. The Assembly Government, its learning providers and partners must continually strive to improve, to innovate and to find more efficient ways of working together for our key customers: learners, employers and communities.

The Assembly Government funds a wide range of learning programmes for young people and adults, through colleges, local authorities, third sector and private organisations. We welcome the progress that has been made over recent years in improving the quality of this learning, and acknowledge the importance of strong leadership in bringing this about. We have already exceeded the *Vision into Action* targets for the proportion of programmes achieving the highest inspection grades. Learning providers are also getting better at working together to share resources, learn from one another's experiences and plan jointly to ensure that they meet local demand and national priorities. *Transforming Education and Training Provision in Wales*, published last September, challenged providers to build on these relationships by bringing forward proposals for the transformation of post-16 learning provision; we have also consulted on the reconfiguration of adult and community learning. At the same time, we are starting to consider how our quality assurance framework can complement the transformation agenda by supporting learning providers to work together to deliver the highest possible quality.

The development of the new Quality and Effectiveness Framework is timely in a number of ways. It will complement the new School Effectiveness Framework, which is currently being piloted with schools across Wales; it will help to build on recent improvements to help post-16 providers achieve excellence; and it will deploy the new DCELLS Area Teams where their time and expertise can add the most value. As the new inspection framework is developed, we will work closely with Estyn to agree common performance indicators and to strengthen our partnership arrangements. The new framework represents a significant shift in that we will seek to 'raise the bar' in order to reach our goal of only funding the highest quality learning. We will also sharpen our focus on the active involvement of learners in decision-making processes, learner outcomes, providers' capacity to meet demand (including for Welsh medium learning), effective partnerships and responsiveness.

Our aim is for the Quality and Effectiveness Framework to be developed in partnership with our stakeholders and to give providers an increasing degree of delegated authority, so that they can concentrate on delivering the best possible outcomes with and for learners. We look forward to working with you over the coming months as we develop more detailed proposals to ensure that all of our learners have access to provision of the highest quality.

A handwritten signature in dark ink, appearing to read 'John Griffiths', with a stylized flourish at the end.

John Griffiths AM

Deputy Minister for Skills

Introduction

1. Over the last three years, we have seen steady improvements in many aspects of government-funded post-16 learning. The latest inspection outcomes show that in 2007/08, standards were good or very good in more than 80% of further education, work-based and community learning. Learning providers have continued to strengthen their leadership and management, and to increase their own focus on self-evaluation and improving quality. Our challenge now is to build on this progress to ensure that all learners have access to the highest quality provision; that providers develop effective partnerships which respond to the needs of individuals, employers and communities; and that the Department for Children, Education, Lifelong Learning and Skills (DCELLS) uses its resources in order to secure the best possible value for public funds.
2. Our current quality framework, based on provider performance review, has helped us to work with providers to drive up quality and has given us a good baseline from which to move on. To a large extent, our provider network has demonstrated its maturity in establishing strong quality systems, and in some areas - notably further education - we know that there is a strong appetite for a system of quality assurance based on self-regulation. We want to support this where it is appropriate. However, we also recognise that there are still some areas of weakness. Both DCELLS and Estyn, Her Majesty's Inspectorate for Education and Training in Wales, have found too much inconsistency between providers, and even between learning areas within providers. While we have largely eliminated poor quality provision, too much is still at a 'satisfactory' level and is not showing rapid enough progress towards the 'good' and 'outstanding' end of the spectrum.
3. The new Quality and Effectiveness Framework (QEF), developed in close partnership with Estyn, provider representative bodies, learners and other stakeholders, will help us to move the quality of provision to a new level. This 'new generation' framework will challenge all providers to continually improve their performance, but will give a greater degree of freedom and flexibility to those which consistently demonstrate their effectiveness. By aligning the new framework with Estyn's next cycle of inspections starting in 2010, we can use performance information, local intelligence and professional judgements to help drive up quality still further. Meanwhile, providers and learners themselves will have a crucial role to play, working in partnership to learn from and support one another.
4. This document sets out our plans for developing the new QEF and our planned timetable for its implementation. Our stakeholders will have the opportunity to discuss the proposals with us in more detail at a conference to be held in March 2009, and to influence the development of the specific measures and quality assurance arrangements which will underpin the framework.

5. Throughout this document, the terms 'post-16 learning' and 'learning providers' are used to refer to the following organisations which will be within the scope of the QEF:

- further education institutions;
- work-based learning providers;
- community learning providers;
- Welsh for Adults language centres; and
- higher education institutions which deliver further education.

Context

6. *Skills that Work for Wales*, the Welsh Assembly Government's overarching strategy for skills and employment, was published in July 2008. It set out a series of actions designed to improve the quality of education and training in Wales, emphasising the importance of co-operation between colleges, schools and training providers to help meet the needs of learners and employers. As part of the Skills that Work for Wales action plan, proposals for transforming learning were published in September 2008¹, giving learning providers the opportunity to submit their own proposals on working in partnership to enhance delivery.

7. The *Skills that Work for Wales* action plan also signalled the introduction of a new Quality and Effectiveness Framework as a key element of the Assembly Government's strategy to raise achievements at all skills levels.

8. The proposals for the new framework have been informed by *Promise and Performance: The report of the independent review of the mission and purpose of further education in Wales (the Webb Review)*. Published in December 2007, the review made wide-ranging recommendations for improvements in the delivery of post-16 learning in Wales², emphasising the importance of ensuring that every learner has access to good or excellent provision. Many of the messages from Promise and Performance have influenced the emerging QEF, including:

- more emphasis on the learner voice and on how well providers meet employers' needs;
- developing a differentiated approach to our quality assurance system to better reflect individual providers' needs;
- increasing delegation to the highest-performing providers through models of self-regulation and peer review; and
- the continued development and embedding of benchmarking to help providers to evaluate their own performance and learn from the 'best in class'.

Tri-level working

9. The concept of tri-level reform, developed by Michael Fullan of the Ontario Institute for Studies in Education³, is based on the principle that educational reform is most effective when it is designed and implemented through collaboration at all levels of the system. In other words, partners nationally, locally, individual learning providers and learners themselves need to work together to make the best use of their collective resources, knowledge and experience. This concept differs significantly from current arrangements in that all partners are working to a shared common purpose rather than to the missions of their individual institutions. In Wales, the relatively small size of the lifelong learning sector gives us a great advantage in enabling us to bring people together to share their expertise and agree solutions to common problems.

¹ <http://new.wales.gov.uk/dcells/publications/publications/guidanceandinformation/deliveringskillsworkforwales/transformingprovisionwales?lang=en>

² <http://new.wales.gov.uk/topics/educationandskills/educationskillsnews/webbreview/?lang=en>

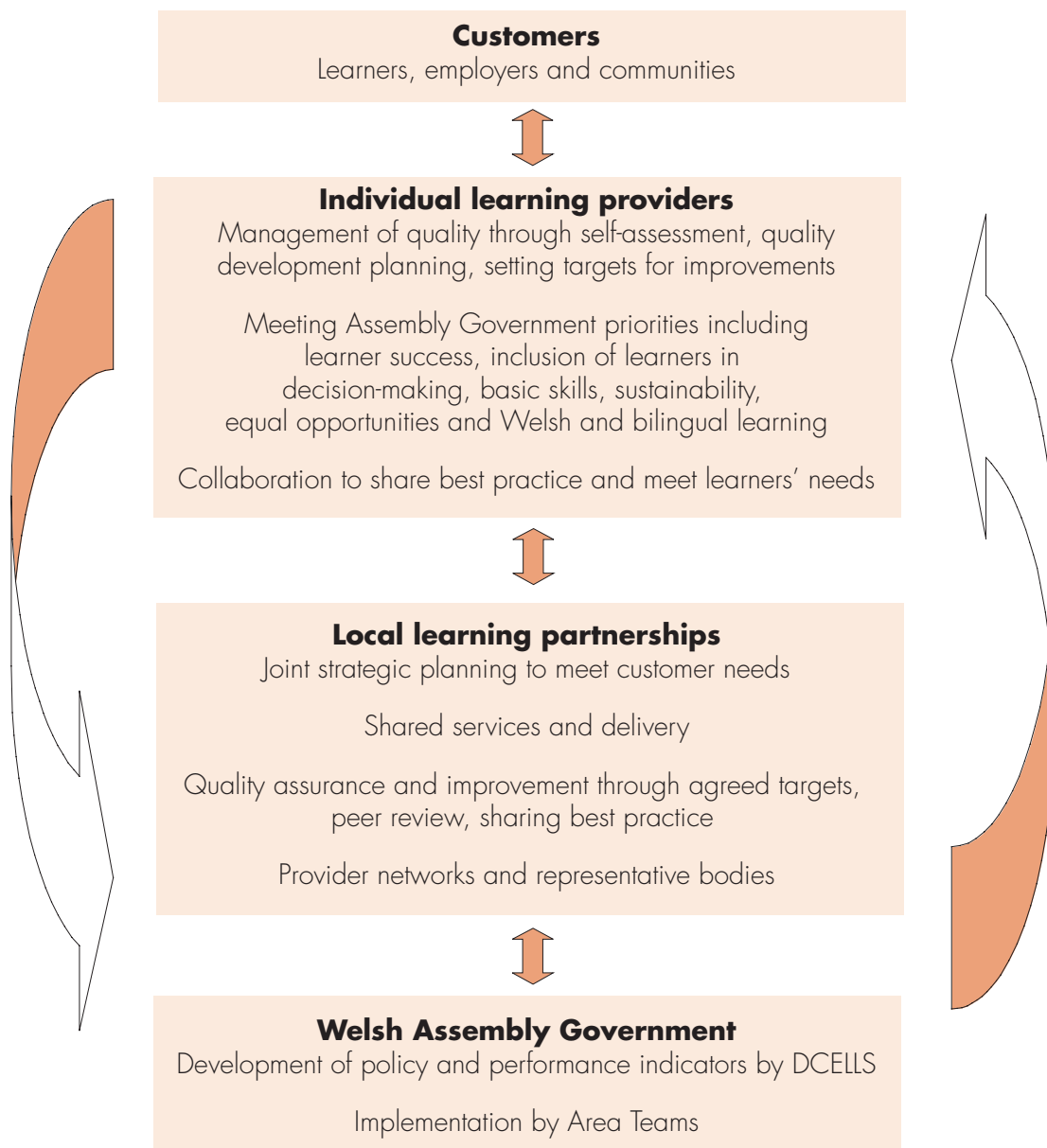
³ www.michaelfullan.ca

10. The QEF will recognise that learning providers cannot work in isolation: they are part of a wider system which can only fully meet the needs of learners and employers by working in partnership to deliver a wider and more flexible range of provision to learners. The transformation agenda puts additional emphasis on the urgent need for providers to work together to improve their efficiency and the quality of learning, and we anticipate that our quality assurance arrangements will focus increasingly on the effectiveness of these learning partnerships.

11. The tri-level approach is also the foundation of DCELLS' School Effectiveness Framework, launched in 2008 to bring together key stakeholders, including pupils themselves, in a renewed drive to raise the overall standards of attainment and reduce variations between standards achieved in different institutions. In designing a complementary framework for the post-16 sector, our approach will reflect the different structures at each level of the system and DCELLS' statutory responsibility to ensure the quality of the learning it funds, which requires us to undertake regular assessments of providers' performance and to support them to drive up quality. In the schools sector, local authorities are accountable for learner outcomes in the schools they maintain, and the tri-level model underpinning the School Effectiveness Framework reflects this.

12. For post-16 learning, we envisage that the principles of tri-level reform will operate as shown in Figure 1 overleaf. We will still work with individual providers to monitor their performance and support improvement. However, formal and informal learning partnerships, including networks facilitated by provider representative bodies, will play an increasingly important role both in influencing the behaviour of individual providers and in feeding back intelligence to inform national policy developments. The circular arrows represent the 'feedback loop' which will be crucial in ensuring that the QEF responds to the changing needs and priorities of learning providers.

Figure 1



Developing the new Quality and Effectiveness Framework

13. Our goal is to ensure that we fund only high quality learning that is responsive to the needs of learners, employers and communities. We recognise that we can only achieve this by working in partnership: with learning providers; with Estyn; and with other stakeholders including provider and learner representative bodies. We are putting these partnerships at the heart of our approach to designing and introducing the QEF.

14. Over the last few years we have evaluated the operation of our current quality framework. The new QEF will incorporate the 'lessons learned' from these evaluations in order to build on our experiences, but providers can expect to see some crucial differences including:

- a greater degree of autonomy for providers with a proven track record of high performance and effective leadership and management;
- much more emphasis on encouraging providers to work together to share best practice and improve quality, through initiatives such as benchmarking, peer review and support networks;
- support for continuous improvement so that all providers can reach an 'excellent' standard;
- a greater focus on responsiveness to learners' and employers' needs, and the active inclusion of learners themselves in this process;
- a smaller number of core performance indicators which, wherever possible, will be quantified measures that can be incorporated into providers' own performance monitoring and target-setting;
- more targeted interventions by DCELLS' Area Teams, who rather than undertaking routine assessments of performance will focus on high-level monitoring, working with providers to help them to deliver high quality learning, and signposting sources of guidance and support; and
- closer integration of DCELLS' quality assurance role with Estyn inspection.

15. The Welsh Assembly Government is committed to implementing the UN Convention on the Rights of the Child as the basis for all its policies for children and young people up to the age of 25. Accordingly, the QEF will incorporate a stronger emphasis on learners' rights and entitlements, including their participation in decision-making as well as the extent to which providers act on customer feedback.

16. As a first stage in the development of the QEF, we published a discussion paper in April 2008 (www.wales.gov.uk/quality). Informed by initial dialogue with provider representative bodies and with Estyn, the paper outlined the intended core elements of the framework, including definition of a small number of core indicators as the basis for performance monitoring; a refined approach to quality assurance by DCELLS, taking account of providers' starting points; and

more structured arrangements for supporting providers, sharing good practice and recognising excellence.

17. Stakeholders were invited to comment on the discussion paper, and their feedback has been incorporated into this document, including the Q&A at Annex A.

18. Subsequently, we set up a Sector Reference Group with membership drawn from our partner organisations, including provider representative bodies. The role of this group is to advise DCELLS on the development of the QEF, with a particular focus on helping us to make sure that we recognise the specific needs of our different stakeholder groups and that we learn from those who are doing similar or related work. Further information on the membership and role of the Sector Reference Group is at Annex B.

19. While providers have asked us to work closely with them to design the new performance measures and quality assurance processes, there is an appetite to move forward without engaging in lengthy formal consultation or pilot phases. We intend to use informal consultation, focus groups, discussions with provider and learner representative bodies and communication through existing networks wherever possible as the QEF evolves. We will ensure that QEF materials are accessible and appropriate for different audiences, including young people, and are produced in a timely manner. Our Area Teams' dialogue with providers will be an important part of this and will help us to ensure that there is a 'feedback loop' which can inform the ongoing development of the new framework.

20. We intend to introduce the QEF in phases from autumn 2009, to give us the opportunity to gather the appropriate evidence, test the new measures and adjust our approach as necessary. Further information on this is set out in paragraph 58 below.

Working with Estyn

21. We will continue to work with Estyn to develop a more coherent approach to assessing and monitoring quality and driving up standards in education and training in Wales. We are working to align the new common inspection framework that will be used by Estyn from 2010 onwards with the QEF.

22. In particular, we will work towards agreeing common core performance indicators and sharing datasets in relation to the following:

- measures of learner outcomes;
- surveys of employer engagement;
- surveys of community engagement; and
- customer satisfaction surveys.

23. We will also agree on complementary approaches to the use of:

- peer review; and
- proportionate intervention, support and follow-through for weaker providers.

24. The new common inspection framework will be designed to include a useful set of quality indicators for post-16 providers to use in self-assessment as well as being the basis for inspection. Estyn will be consulting formally on the shape of its new framework in spring 2009.

Supporting effectiveness

25. DCELLS is committed to supporting learning providers to improve, and as part of the QEF we will focus increasingly on helping all providers to reach and maintain the highest possible standards. We acknowledge the outstanding practice that already exists in many areas of the post-16 sector; one of the main aims of our new framework will be to ensure that providers work together more effectively to build on this and to tackle any areas of weakness.

Investing in Quality

26. Our Investing in Quality programme supports post-16 providers to improve quality. Some of the projects providers have been involved in during the life of the programme include self-assessment support and guidance; Quality Improvement Funds in 2005/06 and 2007/08; post-inspection support for grades 4 and 5; peer assessor support; Performance Improvement Advisers; and benchmarking. Information on current initiatives is available on our web pages at www.wales.gov.uk/quality.

27. This support will continue as an integral part of the QEF, but there will be more emphasis on partnership working and on innovative activities that will increase effectiveness such as benchmarking, active involvement of learners, peer review and action research projects.

Sharing good practice

28. One of the key goals of the QEF will be to introduce more structured arrangements for sharing good practice and supporting improvement, building on existing networks. Compared to current quality assurance arrangements, there will be much more emphasis on encouraging providers to work together to share best practice and improve quality.

29. The Quality and Effectiveness Networks⁴ are held three times a year by DCELLS and are provided free of charge to support the work of managers and practitioners involved in quality across the range of provision of post-14 learning, in schools, colleges, work-based learning and community learning. These networks are well established and give providers an opportunity to share good practice with one another, as well as receiving updates on policy developments and from experts in the education and training field. We will continue to use them as one of the main vehicles for disseminating information with stakeholders as the QEF develops, and to encourage providers to take ownership of these opportunities to work together.

30. We are making increasing use of electronic communications and web-based tools to share information and disseminate good practice. Some of the key initiatives include:

⁴ www.learningobservatory.com/events/quality-effectiveness-network/

- **The Learning and Skills Observatory**⁵, established to champion the development of education, learning and skills policy and decision making across Wales. The Observatory is the gateway to research and analysis on education, learning, skills and labour market information in Wales. It will support the QEF by enabling the sharing of knowledge across communities of practice and providing a forum for contributing to policy analysis, discussion and debate.
- The **Dysg e-newsletter**⁶ provides up to date information on post-14 education and training developments in Wales and England. It currently has a circulation of 2,400.
- As part of our partnership with Estyn, we will look at how to use our websites more effectively to disseminate information and good practice, with a particular focus on disseminating the outcomes of Estyn's remit work and helping providers to respond appropriately.

31. We see provider and learner representative bodies as having a key role in helping to share good practice, both through these resources and their own websites, research, networks and conferences.

Communities of practice

32. We have been working with seconded representatives from the schools, further education, work-based learning and community learning sectors to develop a National Pedagogy Strategy. The aims of the strategy include raising the standard of teaching and learning across all phases and sectors of education in Wales, celebrating and sharing the work of practitioners and settings that have a demonstrable positive impact on student outcomes, and transforming the culture of learning in Wales from one based on individual professionalism to one based on collective professionalism.

33. We have identified good practice in coaching and mentoring between schools and colleges, examples of educational establishments raising standards by teaching thinking and learning skills and exemplary use of student data to drive improvement. In the coming months, we will disseminate best practice in these areas.

34. Working with fforwm, we have established a network of advanced practitioners to explore effective pedagogy and to share good practice amongst post-16 practitioners.

35. In order to generate renewed debate about what makes effective teaching and learning, a Framework for Effective Pedagogy will be issued to all learning settings across Wales early in 2009. The model will be supported by case studies from across all sectors and phases illustrating successful pedagogical practice.

⁵ www.learningobservatory.com

⁶ www.learningobservatory.com/dysg-newsletter/

Application of professional standards

36. We work closely with Lifelong Learning UK (LLUK) to ensure that Professional and National Occupational Standards are in place for staff working in all lifelong learning settings. The standards identify the values, skills, knowledge and competence required to support individual within different job roles. They provide a framework of good practice and play a key role in supporting provider effectiveness through use in recruitment and selection, staff development and performance management.

37. The professional standards for teachers, tutors and trainers in the lifelong learning sector were endorsed by the Deputy Minister for Skills in October 2007, and are now backed by the 2002 statutory instrument regulating teacher training qualifications. A number of application guides have been developed by LLUK to contextualise the new professional standards for specialist teachers in Wales, including Welsh for Adults, Bilingual or Welsh Medium, Numeracy/ Number, Literacy/Communication and ESOL. These application documents define the knowledge, understanding and professional practice expected of teachers of these subjects in Wales, and used to underpin the development of qualifications and professional development for these teachers, as appropriate.

38. National Occupational Standards which will be particularly relevant to supporting provider effectiveness include those for learner involvement and business development. LLUK will be working with DCELLS and with Estyn over the coming months to ensure that the standards are fully integrated with the QEF and the Common Inspection Framework, including mapping of self-assessment guidance for providers. Further information on the standards, including guidance on their use, is available from www.lluk.org.

Rewarding excellence

39. Earlier this year we undertook a consultation exercise with providers on the development of a programme to drive up quality through recognising and rewarding providers that deliver excellence. We intend that the programme will be a key element of the QEF; its purpose will be to recognise the sector's achievements and to motivate **all** providers towards continual improvement. We are considering the introduction of a 'kitemark' which will recognise providers that deliver excellence in all aspects of performance: learning delivery, learner outcomes, responsiveness and leadership and management.

40. Overall, providers supported the introduction of a programme to recognise and reward excellence. There were positive responses for a kitemark, an associated 'lighter touch' on quality assurance, and opportunities for the structured dissemination of best practice. We will reflect this feedback in the overall development of the QEF.

41. In developing the programme, we will take into account the following key issues raised by providers:

- ensuring a fit with current inspection/grading frameworks;
- recognition of the specific circumstances of different sectors;
- responding to employer and learner needs;
- minimising bureaucracy;
- fair and transparent funding structures; and
- recognition of the outcomes of non-accredited, non-formal and informal learning.

42. We intend to develop the programme for implementation from 2010, aligned with the introduction of Estyn's new inspection framework. It will also be informed by the emergence of new learning partnerships in the context of our Transformation policy. Further consultation with the providers will take place as the programme develops.

A new approach to quality assurance

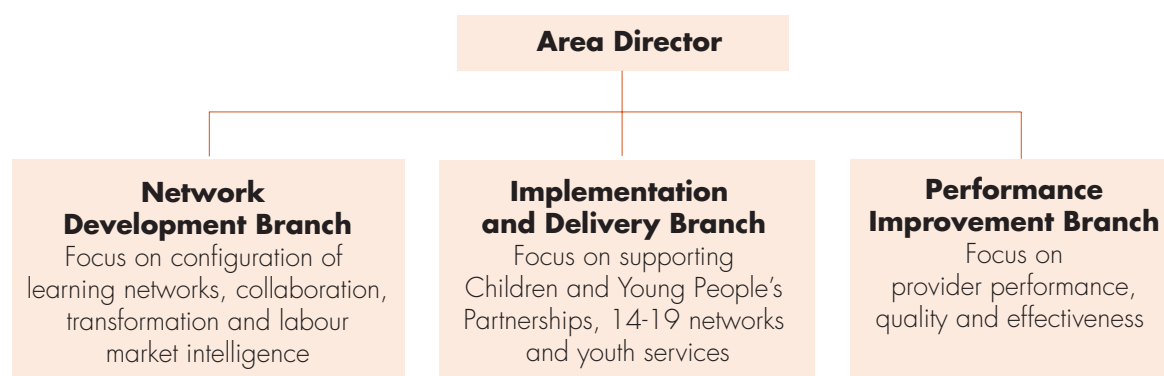
43. DCELLS' existing quality framework for post-16 learning centres on provider performance review and incorporates providers' self-assessment of their own organisations, as well as support for improvement through the Investing in Quality programme. In the three years since provider performance review was introduced, there have been significant improvements in quality and standards in many areas. We now have the opportunity to build on this progress by developing a new, more streamlined quality assurance system which will recognise those providers with a good track record of delivery and effective management, while enabling us to focus more attention on those providers which need additional support to perform at higher levels.

44. As DCELLS progresses its transformation agenda, we expect to see the emergence of more partnerships between learning providers, ranging from collaboration on specific initiatives to more formal joint governance arrangements or mergers. At this stage, it is not possible for us to define in detail the role these partnerships might play in implementing the QEF, although we have clearly stated our expectation that transformation proposals will demonstrate improvements in quality and in services to learners. From 2009 onwards, we intend to define how partnerships, in their various forms, should help to drive forward the effectiveness agenda. We expect that these groupings will have a key role to play in many of the areas outlined in this document, including benchmarking, peer review and sharing good practice.

The role of DCELLS' Area Teams

45. DCELLS' four Area Teams have been established to work with providers and other stakeholders as a supportive partner in order to deliver outcomes for learners of all ages, employers and the wider community. While DCELLS has always had a regional presence, the vision for Area Teams involves a more strategic approach to working with our partners, adding value to national policies through a focus on targeted intervention, improvement and accountability. Figure 2 illustrates the 'outward facing' structure of each Area Team, while **Annex C** shows how they fit into the overall DCELLS structure.

Figure 2



46. Quality and effectiveness is a key focus of Area Teams, and is led by Performance Improvement Branches located in each team. Their responsibilities will include:

- evaluating providers' performance, quality and standards, initially through the continuation of provider performance review and subsequently through new arrangements to be established as part of the QEF;
- evaluating providers' strategic and delivery plans;
- ongoing dialogue with each provider, including monitoring of progress against quality development plans and of their achievement of DCELLS' performance targets;
- helping providers to access support to improve quality;
- raising the bar by challenging and supporting 'good' providers to reach an 'excellent' standard;
- facilitating the dissemination of best practice;
- working with Estyn to share information on provider performance and to co-ordinate quality assurance and inspection activities;
- making decisions on where intervention is needed, including funding and contracting sanctions where providers fail to reach agreed standards; and
- feeding back local intelligence to inform the ongoing development and review of the QEF.

47. DCELLS staff working in Area Teams have built up relationships with learning providers over a number of years and where this works well, we want to maintain continuity. Providers will continue to work with many of the same DCELLS staff through an ongoing dialogue built around their own self-assessment and planning cycles. However, we recognise that there is a need to refocus the relationship to enable the Area Teams to work more strategically and to focus their attention where it is most needed. Providers with a good track record of performance can therefore expect to see a 'lighter touch', especially in relation to some of the more routine monitoring activities such as self-assessment evaluation. Area Teams' discussions with providers and their monitoring of performance will be focused on the performance measures outlined in this publication, and will, where necessary, explore the underlying reasons for any underperformance and challenge all providers to improve.

48. Area Teams will continue to work closely with DCELLS' central Quality and Effectiveness Policy Branch, which is responsible for the development, overview and evaluation of the QEF (see Annex C).

Peer review

49. The QEF will help DCELLS to ensure, through regular monitoring, that all providers are delivering to a high standard, that they respond to customer needs and that they have effective leadership and management arrangements in place to sustain the quality of learning. However, we also want to incorporate a greater degree of self-regulation for those providers with a track record of strong management and high quality delivery. Our intention is to give the sector

more ownership of quality assurance arrangements and to emphasise the QEF as a partnership, rather than a purely 'top-down' approach.

50. We intend to establish a programme to enable providers to work with each other to help improve quality and better meet learner needs. Estyn has included peer assessors in its inspections of post-16 providers for a number of years, and we have also supported a fforwm-led project on self-regulation which included peer assessor training. The introduction of the QEF gives us an opportunity to build on this work by encouraging providers to make peer review an integral feature of their ongoing quality cycles. We anticipate that the benefits will include:

- enhanced rigour and credibility of self-assessment;
- facilitating networking and collaboration between providers to share good practice;
- staff development opportunities for individual peer reviewers; and
- opportunities to strengthen and develop working relationships with other providers.

51. Peer reviewers will be required to participate in an in-depth training programme, to ensure their experience and expertise can be channelled to help other providers. Participants who train as peer reviewers will derive considerable personal and professional benefits. They will develop further insight into use of the self-assessment process which can help them to identify areas for improvement in their own organisations. We will also encourage providers to include learners themselves as peer reviewers.

52. We believe that all providers can benefit from involvement in peer review and from the external perspective it offers, regardless of their starting point and current levels of performance. By linking peer review to self-assessment we want every provider to have the opportunity to address specific issues, target weaknesses, or further improve areas which are already satisfactory or good.

53. Peer reviewers will be expected to work with groups and networks, as well as individual providers to:

- develop the capacity of leaders to reflect on performance across the organisation and identify areas for improvement;
- assist providers to reduce internal variation in outcomes by identifying strengths and areas for development;
- explore solutions within and across providers which start from and recognise the context in which they operate;
- support providers in developing an innovative culture that encourages new ways of working to engage learners and raise standards;
- inform and disseminate research evidence on effective practice.

54. We intend to pilot a systematic approach to peer review over the next year, linked to providers' self-assessment cycles. Subsequently, protocols and detailed guidance for deployment will be agreed with providers and with Estyn.

Measuring performance

55. Our intention is to base the QEF on a small number of core indicators which:

- reflect DCELLS' strategic priorities, including the full range of initiatives encompassed by the Skills that Work for Wales agenda;
- are measurable;
- are easily understood and transparent, so that providers know how their performance will be measured and can use the indicators in their own self-assessments;
- can also be used to support Estyn inspections; and
- can be derived from existing data returns or information which can be collected without imposing unnecessary additional bureaucracy on providers.

56. To some extent the indicators will reflect and build on those used in provider performance review to help ensure a degree of continuity. However, they will be streamlined and simplified to focus on those activities which will help to deliver outcomes for learners and employers.

57. While we need to ensure that all of our providers deliver to high standards and have effective leadership and management, there also needs to be some degree of flexibility to reflect the diversity of the sector and the need to respond to local circumstances. As we develop the detail of the QEF, we will consider how to reflect this diversity in the indicators and in related documentation for providers, learners and our staff.

58. We are planning a phased approach to the introduction of the new framework, to allow sufficient time to develop the new measures and to test them with providers and learners themselves. This will allow us to refine our approach on an ongoing basis in the light of experience and feedback.

- During the first year of implementation (2009/10) we will be focusing on learner outcomes (success in completing and achieving learning activities and programmes). We will also use this year to pilot measures for responsiveness to learners and employers.
- We envisage that in the second year (2010/11) we will roll out the responsiveness measures across the whole sector.
- Throughout the process we will continue our emphasis on effective leadership and management, which will primarily be evaluated through providers' own self-assessments and through Estyn inspections.

59. As well as the core indicators, there are a number of other aspects of providers' performance which are not necessarily quantifiable, but which remain important to determining overall effectiveness. We anticipate that these will be measured primarily through providers' annual self-assessments, and will be looking for each provider to demonstrate a high-level commitment through formal policies which are regularly monitored and reviewed.

60. Figure 3 illustrates our current thinking on how the indicators will be structured within the QEF, with further information on each area given in the following section.

Figure 3

	Core indicators	Other aspects of performance
Learner outcomes	<ul style="list-style-type: none"> • attainment • completion • overall success • Apprenticeship framework success • learner destinations 	<ul style="list-style-type: none"> • basic skills • value added • learner well-being
Responsiveness	<ul style="list-style-type: none"> • learner satisfaction • employer engagement 	<ul style="list-style-type: none"> • learner involvement in decision-making • effective collaboration • widening participation
Leadership and management	<ul style="list-style-type: none"> • self-assessment 	<ul style="list-style-type: none"> • Welsh medium and bilingual learning • equal opportunities • education for sustainable development and global citizenship

61. It is intended that providers will be given categorisations for the core QEF indicators, in a similar way to the current provider performance review, as the basis for regular feedback on their performance and progress. Our arrangements for this will reflect the commitment made in Delivering Beyond Boundaries, the Assembly Government's response to the Beecham Review⁷, to *improve the quality and usefulness of public service performance information, including cost comparisons, so that the public, service managers and leaders are better able to see how organisations are performing, without recourse to the distorting effect of league tables, and learn from the most successful and cost effective*. We will work with stakeholders, including focus groups of providers and learners, to develop a methodology for determining the categorisations, and will publish details when the framework is launched.

62. DCELLS uses validated Lifelong Learning Wales Record (LLWR) data to evaluate outcomes in post-16 learning⁸. We envisage that a review of baseline LLWR data for 2006/07 and 2007/08 will be used to set 'floor targets' for providers which will define the minimum standards we expect. Any targets will be incorporated into our contracts or funding agreements with providers and will be communicated to the network in advance. This work will be informed by advice from the Wales Employment and Skills Board, which is considering strategic targets to measure the delivery of the Skills that Work for Wales strategy.

⁷ <http://new.wales.gov.uk/topics/improvingservices/strategy/deliveringbb/?lang=en>

⁸ www.wales.gov.uk/llwr

Figure 4a: Learner outcomes

<p>Progress to date</p>	<p>Over the past few months, we have been working closely with the Assembly Government's Statistics Directorate to define a new set of measures for learner outcomes, with 2006/07 as the baseline year. All of the measures are percentage based, replacing the work-based learning measures based on outcomes per 100 leavers which have been used for the past few years. They are being used by Estyn as part of the evidence to inform inspections, from 2008/09 onwards.</p> <p>National comparators for further education and work-based learning were published on 17 July 2008 in Statistical First Release 106/2008. Providers have also been issued with individualised reports for 2006/07 to help them to reconcile their own management information with LLWR data.</p> <p>DCELLS has established steering groups with representatives of further education and work-based learning providers, to advise on the development of the new measures.</p>	
<p>Core indicators</p>	<p>Most of the indicators are designed to measure overall success, defined as the proportion of all terminated learning activities or programmes which lead to an award. This enables us to measure performance in a way which combines completion (where a learner reaches the end of their learning activity or programme) with attainment (where an award is successfully achieved).</p> <p>The specific indicators used in the QEF will be tailored to reflect the differing nature and delivery patterns in each part of the post-16 sector, as set out below (in order of priority for each sector).</p>	
	<p>Further education</p>	<ul style="list-style-type: none"> • Learning activity success • Learning activity completion • Learning activity attainment • Learner destinations
	<p>Work-based learning</p>	<ul style="list-style-type: none"> • Apprenticeship framework success • Learner destinations • Learning activity success
	<p>Community learning</p>	<ul style="list-style-type: none"> • Learning activity success • Learning activity completion • Learner destinations

Figure 4a: Learner outcomes (cont'd)

Future developments

The basic definitions of the indicators are already in place. We are currently making refinements to our methodology to ensure that the measures accurately reflect providers' performance.

There are a number of other areas which will need further exploration, including:

- developing measures for Welsh for Adults provision (for which most data is collected via HESA rather than the LLWR);
- working with local authorities to improve the accuracy of LLWR data on community learning; and
- collecting better information on value added, 'soft' outcomes and learner destinations, and working with Estyn to agree consistent approaches to these.

Figure 4b: Responsiveness

<p>Progress to date</p>	<p><i>Making the Connections: Delivering Beyond Boundaries</i>, the Assembly Government's response to the Beecham Review, commits us to putting citizens at the centre of public service improvement. In order to do this, we need a much greater focus on how providers involve their customers in decision-making, planning and implementing policies; and on how they gather, evaluate and act on customer feedback.</p> <p>We want to ensure that systematic approaches to collecting and responding to customer feedback are embedded into all providers' self-assessments, and that providers use benchmarking to compare their results and identify ways to improve their services. Our intention is to use DCELLS' Customer Research Programme to help identify a small number of core questions which, over time, can be incorporated into all providers' customer surveys so that there is a consistent basis for collecting and evaluating feedback.</p> <p>Our approach to measuring employer engagement will reflect the context of Skills that Work for Wales, which emphasises the importance of enabling customers to influence our programmes, funding and delivery. We want to develop more rigorous ways of evaluating the range of services that providers offer to employers. We will also consider the extent to which providers diversify their incomes by encouraging employer contributions, delivering bespoke services and entrepreneurial activities.</p> <p>We will strengthen our requirements for all providers to show, through self-assessment, how well they are listening and responding to learners, employers and communities. This will also be a key focus of Estyn inspections.</p>
<p>Core indicators</p>	<ul style="list-style-type: none"> • It is envisaged that the learner responsiveness indicator will include: <ul style="list-style-type: none"> - a quantified measure of learners' overall satisfaction with the provider - an evaluation of the extent to which the provider is listening and responding to feedback from learners and using this information to improve its services - an evaluation of the extent to which the provider is actively involving learners in decision-making processes • While work is at an early stage, it is envisaged that the employer engagement indicator is likely to include: <ul style="list-style-type: none"> - measures of employers' satisfaction, formalised through providers' self-assessments - an evaluation of how effectively the provider works with employers to engage them in learning, including income diversification through flexible learning, services to business and entrepreneurial activities

Figure 4b: Responsiveness (Cont'd)

Future developments

During 2008/09 we will pilot a 'bottom-up' approach to collecting learner satisfaction data, in parallel with DCELLS' main Learner Voice survey. This will be tested initially with further education institutions before being rolled out across the post-16 sector. We will work with provider and learner focus groups and representative bodies to agree core questions for inclusion in learner surveys, and methods for collecting and analysing information, and ways in which learners should be involved in the running of their organisations.

In line with the recommendations of the Webb Review, we are currently considering the potential to extend the Training Quality Standard for employer responsiveness and to encourage providers in Wales to apply for the standard.

As part of our partnership discussions with Estyn, we will be considering how to incorporate measures of responsiveness to communities into the QEF and Common Inspection Framework.

Figure 4c: Leadership and management

Progress to date

Providers of further education, work-based learning and community learning are required to submit an annual self-assessment report and quality development plan to DCELLS. The submissions are evaluated and form an important source of evidence for provider performance review, as well as informing ongoing dialogue with each provider about its progress.

These arrangements are well established and the majority of providers have developed effective systems for evaluating and reporting on their own performance. As part of the QEF, we intend to keep this focus on providers' responsibility for managing and improving the quality of their own delivery, with close involvement of their learners in the process. We will build on the current self-assessment arrangements to include a lighter touch for providers which have already shown that they have good or excellent self-assessment systems. At the same time, we are looking at how to align the self-assessment guidance with planning requirements for further education and community learning.

While self-assessment reports give us a vital source of evidence on providers' activities and their response to Assembly Government priorities, we are committed to minimising bureaucracy for providers. We have no desire to collect information that is not used in a meaningful way. Over the next few months we will undertake a fundamental review of the self-assessment requirements with a view to publishing new, streamlined guidance in spring 2009. The requirements will still be based on Estyn's Common Inspection Framework (and will align with the new inspection cycle from 2010); at this stage it is anticipated that additional requirements will be focused on a small number of priority areas, likely to include:

- Welsh medium and bilingual learning;
- Education for Sustainable Development and Global Citizenship⁹;
- basic skills; and
- equal opportunities.

As we develop the core indicators for the QEF, these will be incorporated into self-assessment guidance, with the expectation that providers will use their quality development plans to show how they are addressing any areas of weakness. This does not preclude the possibility that DCELLS may ask a provider to submit a specific action plan where there are particular concerns about its performance or progress.

⁹ www.esd-wales.org.uk

Figure 4c: Leadership and management (Cont'd)

Core indicators	<p>It is anticipated that DCELLS' evaluations will take account of:</p> <ul style="list-style-type: none">• evidence of providers' responsiveness to DCELLS priorities (see above);• the timeliness and quality of self-assessment submissions and post-inspection action plans; and• Estyn inspection outcomes, where available.
Future developments	<p>The current cycle of self-assessment will continue until spring 2009, when updated guidance will be published. In parallel, we will review strategic planning guidance to identify any areas of duplication. We will be working with providers, including through fforwm's Bureaucracy Reduction Standing Committee, to agree how the requirements can be streamlined, particularly for the most effective providers.</p>

Benchmarking

63. Benchmarking supports the culture of collaboration and continuous improvement between colleges, schools and work-based learning providers to strengthen the learning network, build capacity and optimise resource utilisation. We have developed a web-based self-assessment tool in conjunction with Tribal Consulting¹⁰, which from September 2007 has been rolled out across Wales to enable providers to benchmark themselves against others. This tool and its diagnostic analysis will assist providers in building upon existing best practice and enable a detailed analysis of comparative information on financial and quality of learning indicators.

64. Benchmarking clubs have been established for both further education and work-based learning providers to explore the data already yielded through the project, and to 'drill down' further to explore the factors which are critical to success. We are now working with fforwm and NIACE Dysgu Cymru to extend this approach into community learning delivered by local authorities, further education institutions and Welsh for Adults language centres.

65. We will continue to ensure that leaders and senior managers of organisations delivering learning are engaged in this project and make use of the data available to them through this tool. This initial phase of the benchmarking project will continue to 2011, and providers funded by the Assembly Government will be expected to demonstrate how they are making rigorous use of the data as the basis for improvements in individual organisations and partnerships.

¹⁰ www.tribalbenchmarking.co.uk/wales/Default.aspx

Equality and diversity

66. Post-16 learning providers have a range of statutory responsibilities for ensuring equal opportunities regardless of age, gender, race, ethnicity or ability. Currently, this is embodied in the requirement that each provider will have, as a minimum, an equal opportunities policy setting out how these responsibilities will be met. We expect providers to review this policy on a regular basis and to monitor its implementation. This is an integral part of our self-assessment requirements and of provider performance review.

67. We will continue to monitor providers' strategic approach to equality and diversity, primarily through the annual self-assessment, and will challenge providers to show that they are rigorously evaluating their responsiveness to different learner groups, ensuring access to all learners, and tackling discrimination and stereotyping. We will use our provider networks to promote best practice.

Welsh medium and bilingual learning

68. We will monitor providers' fulfilment of their responsibilities for working in partnership to secure Welsh-medium opportunities under the 14-19 Learning Pathways agenda, and for offering opportunities for learners to continue to develop their linguistic skills in Welsh. Further education institutions also have a statutory responsibility to develop provision in line with their Welsh Language Scheme. We also intend to clarify and strengthen our expectations of providers to reflect the forthcoming Welsh-medium Education Strategy.

Basic skills

69. Skills that Work for Wales outlines our strategy for tackling the basic skills deficit, as a fundamental step in ensuring that young people and adults in Wales can fulfil their potential. Through the QEF, we will build on our existing requirements for providers to evaluate their delivery of basic skills support and qualifications. We already require providers to carry out rigorous initial assessment of learners' basic skills needs; however, there is also a need to strengthen providers' analysis of the effectiveness of their support and discrete basic skills provision.

70. We believe that every provider should have a clear strategy for basic skills, led by senior managers and encompassing initial assessment, support, learning provision and referral arrangements. While good progress has been made over recent years, some providers need to become more systematic in their approach and we will take the opportunity to ensure that our self-assessment guidance gives more explicit guidance on our expectations. We will continue to promote the Basic Skills Quality Mark and intend to make this a minimum contractual requirement for all work-based learning providers delivering Skill Build programmes; meanwhile, the introduction of a higher-level Basic Skills Quality Standard will challenge providers to demonstrate continuous improvements

in the quality of their basic skills offer. As part of the QEF we will expect providers to rise to the challenge and will monitor the effectiveness of their overall approach to basic skills delivery.

Learner well-being

71. The Assembly Government has adopted the UN Convention on the Rights of the Child as the basis of all our work for children and young people in Wales. *Children and Young People: Rights to Action* (2004) sets out our core aims for delivering this commitment, including securing a comprehensive range of education, training and learning opportunities. This ambitious agenda includes our aims to secure equality of opportunity; ensure that learners are listened to and actively involved in decision-making at all levels; and enable learners to develop the personal and social skills they need to become full and active citizens.

72. Lifelong learning makes a hugely important contribution to these goals, not least by bringing excluded and disadvantaged young people and adults back into learning, and helping them to develop their confidence and essential skills as well as gaining formal qualifications. As part of the QEF, we want to look at how to incorporate broader indicators of well-being, closely linked to our work on value added and distance travelled (outlined below).

73. We are developing a series of indicators and tools that can measure the distance travelled by young people in relation to their social and emotional competencies, influenced by education and learning professionals through a Community of Practice. These tools will be tested with providers and with learners themselves, and we will consider how this area can be integrated into our self-assessment guidance. We will also be working closely with Estyn to help ensure a coherent approach to addressing learners' overall well-being.

Value added

74. Value added is a way of measuring the 'additional progress' that learners have made over and above what they would 'normally' be expected or estimated to achieve given prior attainment and contextual factors. The Assembly Government has been working to develop a consistent approach to measuring value added in schools. Over the coming months we will consider the potential to extend this to post-16 learning; we recognise that some providers are already using value added systems, particularly in further education, and we believe that a single, agreed system would bring an additional dimension to performance measurement across the sector. It is envisaged that the system would be made available to providers through DCELLS' benchmarking tool following a pilot phase. Further information on this will be issued in 2009.

75. We recognise that some learning gives rise to additional benefits which cannot necessarily be measured through formal qualifications. We have undertaken some initial work on developing learner-focused systems of recognising and recording learning outcomes from non-accredited programmes. We expect all providers to use the following guidelines when recording achievement in these programmes:

- an initial identification of learning objectives and intended outcomes, either for individual learners or groups. This should be done as part of initial assessment, advice and guidance to identify learners' support needs and aspirations;
- a definition of the learning hours and of the credit level of learning, to assist with assigning a credit value to the programme;
- monitoring of learner progress during the programme, undertaken by teachers, tutors or mentors;
- the inclusion of information based on the learner's own experience of learning and progress; and
- an assessment at the end of the programme of whether the intended outcomes have been achieved, and identification of future progression opportunities for the learner.

76. We have supported two projects to produce resources which providers can use to record and measure non-accredited learning outcomes:

- (i) In 2006, Dare Training was commissioned to develop a toolkit which training providers can use to evaluate the effectiveness of motivational programmes in work-based learning. The toolkit is available on the resources page of our quality website at www.wales.gov.uk/quality.
- (ii) NIACE Dysgu Cymru was commissioned to research and develop a best practice toolkit consisting of guidance and evaluation techniques to be used to measure distance travelled, based on discussions with learners and tutor assessments of performance. The toolkit is available at www.rarpatoolkit.com.

77. Both toolkits enable providers to work with learners to formally record and evaluate the outcomes of non-accredited learning, increasing recognition of learner achievement and, through the self-assessment process, to set targets for improvement as well as demonstrating performance (value added and distanced travelled) to inspection and funding bodies. As part of the development of the QEF, we will be looking at how to further embed these models through providers' self-assessments.

Next steps

78. **Annex D** sets out a provisional timetable for the development and implementation of the QEF.

79. We are holding a conference for providers, learners and other stakeholders in March 2009. As well as outlining the principles of the QEF and implementation plans, this will include opportunities to influence the further development of the framework through workshops and seminars. Invitations will be issued early in the new year.

80. Meanwhile, we will continue to work with our partners through the Sector Reference Group. We welcome questions or comments on any aspect of the QEF; contact details are provided inside the front cover of this document. We have invited all providers to send us expressions of interest if they would like to get involved in specific aspects of the framework, including surveys, focus groups and pilot activities.

Questions and answers

A more detailed Frequently Asked Questions page will be published at www.wales.gov.uk/quality and will be regularly updated.

What is the purpose of the Quality and Effectiveness Framework?

The framework will enable us to monitor learning providers' performance in a structured way, ensuring that public funding is used effectively and that we can intervene if we have concerns.

How will the QEF be different from the existing provider performance review?

The new framework will place much more emphasis on providers themselves taking responsibility to work together to drive up quality and share good practice, through initiatives like benchmarking and peer review. We will still be carrying out regular reviews of providers' performance and monitoring their progress, but against a more streamlined set of performance indicators with the main focus being on learner outcomes and responsiveness. Providers with a good track record of delivering high quality learning can expect to see 'lighter touch' assessments.

How is DCELLS working with Estyn to ensure that the framework doesn't duplicate inspection arrangements?

The beginning of a new inspection cycle in 2010 gives us an excellent opportunity to work with Estyn to ensure that our respective frameworks complement one another and that we use our resources to the best effect. We are already working together to ensure that we have a consistent set of performance indicators, and in early 2009 will hold a series of joint workshops to look at more detailed arrangements for communication and sharing information. We will also be looking at how to bring our self-assessment guidance together so that providers have one clear framework against which to evaluate their own performance.

How will the Welsh Assembly Government consult with learning providers and other stakeholders on the QEF?

A Sector Reference Group has been set up with membership drawn from our partner organisations, including provider representative bodies (see Annex B for details). We are also inviting providers to help us develop specific aspects of the QEF through focus groups and other informal consultations.

What is the relationship between the post-16 QEF and the School Effectiveness Framework?

The School Effectiveness Framework is based on the principles of tri-level reform, which advocates integration of the work of national government, local bodies and individual learning settings towards the shared goal of raising standards. The post-16 QEF will also follow the tri-level reform concept, but with adjustments to reflect both the diverse nature of the sector and DCELLS' statutory/contractual relationships with post-16 providers. The crucial difference is DCELLS' statutory responsibility for assuring the quality of the learning it funds. This means that the QEF will incorporate arrangements for assessing providers' performance and monitoring their progress, as well as supporting improvement.

What will be the role of the Area Teams?

DCELLS' four Area Teams have been established to work with providers and other stakeholders as a supportive partner in order to deliver outcomes for learners of all ages, employers and the wider community. Quality and effectiveness is a key focus of Area Teams, and is led by Performance Improvement Branches located in each team. The vision is for Area Teams to work more strategically and to focus their attention where it is most needed.

Will the new framework be entirely desk-based?

No. The intention is to base the QEF, as far as possible, on a small number of measurable performance indicators. These will be the basis of an initial desk-based review of each provider, resulting in a summary report which highlights good features and any areas of concern. The Area Teams will use this to inform their interaction with providers in order to explore any underlying reasons for poor performance; challenge all providers to improve; help to disseminate good practice; agree targets for improvement; and monitor providers' progress towards them. This will ensure that Area Teams' in-depth knowledge of each provider is used to inform our judgements, rather than relying only on quantified measures. There will be strategic dialogue between providers and Area Teams on at least an annual basis, linked to the self-assessment and planning cycles.

How will the quality of provision be reflected in funding arrangements?

Our long-term aim is to only fund effective providers which deliver high quality learning, so the funding system will be geared towards rewarding the best providers and ceasing to fund those which are poor and which fail to improve. We intend that information on learners' outcomes and other quality indicators will continue to be the key criteria in any future tenders for learning provision.

Will providers be given the chance to improve if shortcomings have been identified?

Yes. As with the current quality framework, providers will be given time and support to improve. However, we are working with Estyn to look at interim arrangements for reviewing underperforming providers, so it is likely that there will be a shorter timescale within which we will expect to see progress being made. We will also expect providers performing at a 'satisfactory' level to put targets and strategies in place to improve to at least a 'good' standard.

How are DCELLS and Estyn going to use Lifelong Learning Wales Record (LLWR) data? What is being done to help providers understand the new outcome measures?

A new set of percentage measures, based on LLWR data, has been developed, with 2006/07 as the baseline year. Further education and work-based learning providers have been issued with individualised data reports and we are currently working with providers to refine our methodology. We recognise that some providers have had difficulties in reconciling the LLWR reports with their own management information systems, and we will be investigating this further so that we can develop more detailed guidance on how the measures are derived. Our intention is to place much greater reliance on the LLWR data so it is imperative that we resolve any outstanding issues with the calculation of the measures.

The data is being shared with Estyn to inform inspections being carried out from autumn 2008 onwards. Inevitably, there will be a few months of adjustment to the new measures and inspectors are being flexible in looking at providers' own management information where there have been problems with reconciliation.

Will providers still be required to submit a self-assessment report and quality development plan?

There will still be a requirement for providers to carry out an annual self-assessment. We are currently exploring how this requirement may be revised to give greater recognition and delegation to providers which have well-established and effective quality systems.

How is DCELLS taking forward the proposed strategy to recognise and reward excellence? What about recognition for 'good' providers?

We intend to build rewarding excellence into the QEF, starting in 2010 when Estyn's new inspection framework is introduced. This will mean that all providers will have the same opportunity to achieve the required standards. Meanwhile, we will be developing the arrangements in partnership with Estyn and we anticipate carrying out a pilot with a group of providers. As we intend to 'raise the bar' by expecting all providers to reach at least a 'good' standard, the scheme will only be available to providers which demonstrate outstanding quality in their learning delivery, leadership and management.

Quality and Effectiveness Framework: Sector Reference Group

A Sector Reference Group has been set up with membership drawn from our partner organisations, including provider representative bodies. The role of this group is to advise DCELLS on the development of the Quality and Effectiveness Framework, with a particular focus on helping us to make sure that we recognise the specific needs of our different stakeholder groups and that we learn from those who are doing similar or related pieces of work.

Membership of the group is as follows:

Association of Directors of Education
in Wales

Mike Hughes

City and County of Swansea Service
Manager, Lifelong Learning

Centre for Excellence in Leadership

Carolyn Watkinson

Director of Partnership and Consortia
Leadership

Estyn

Simon Brown

Head of Directorate: Education,
Partnerships, Training and Inclusion

fforwm

Berni Tyler

Director of Quality and Standards

Higher Education Funding Council
for Wales

Cliona O'Neill

Senior Learning and Teaching Manager

Learning and Skills Council

Lesley Davies

Director of Framework for Excellence
& Quality

Lifelong Learning UK

Mark Isherwood

Sector Manager

NIACE Dysgu Cymru

Cerys Furlong

Development Officer

National Training Federation Wales

Jacqui Bishop

I-Sa Assessment & Training Ltd

National Union of Students Wales

Sian Taylor

Manager

North Wales Welsh for Adults Centre
(representing the six language centres)

Haydn Hughes

Deputy Director

Alliance of Sector Skills Councils

Elaine Moore

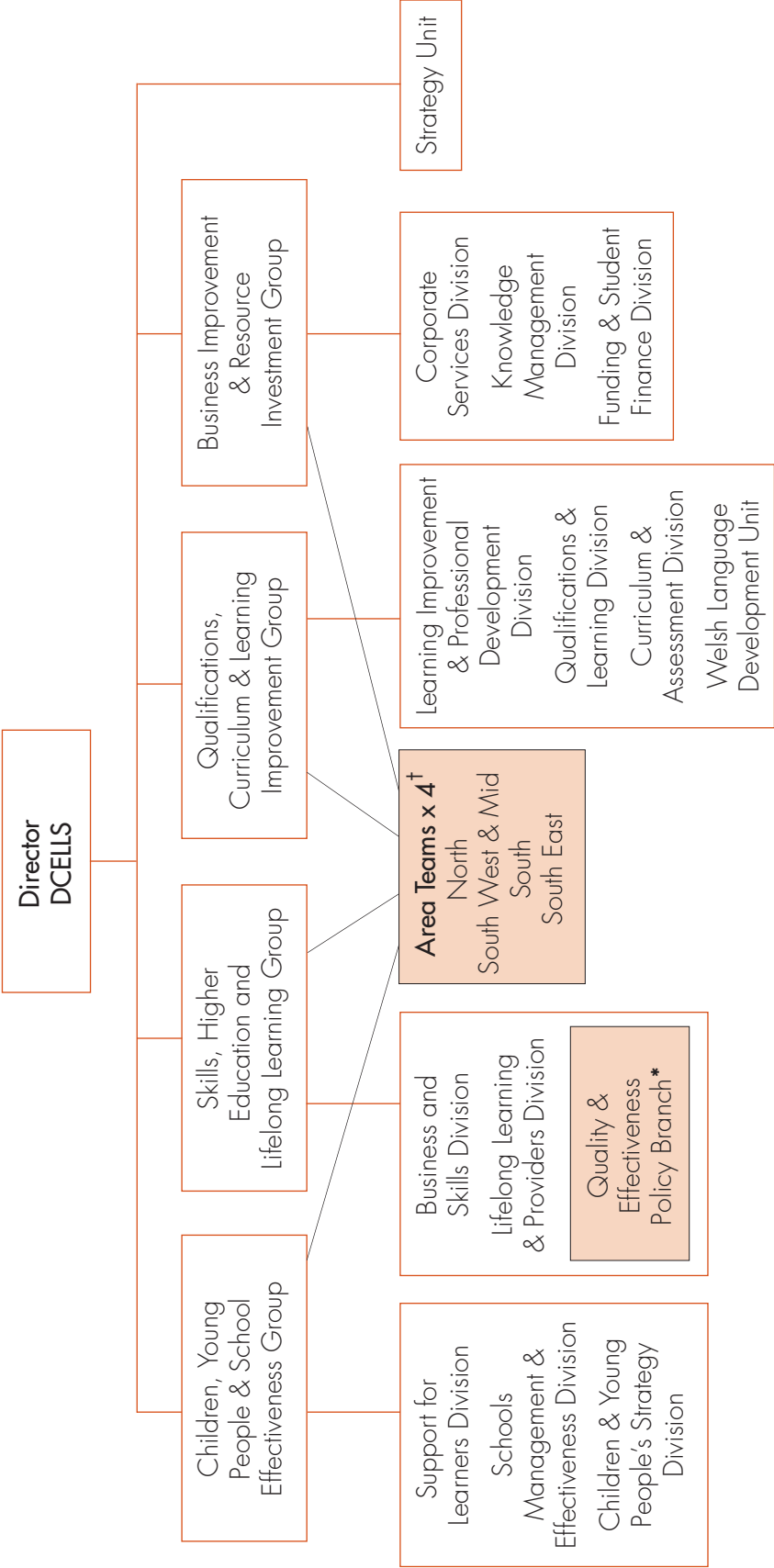
Alliance Manager for Wales

Wales Council for Voluntary Action

Kate Thomas

Training Manager

DCELLS Structure



* Responsible for developing policy, performance measures and guidance on quality and effectiveness in post-16 learning
† Responsible for implementing the Quality and Effectiveness Framework through performance reviews, supporting and challenging providers

Provisional timetable

February/March 2008	<ul style="list-style-type: none">Initial discussions between DCELLS and stakeholders (Estyn, fforwm, NTFW, NIACE Dysgu Cymru)
April 2008	<ul style="list-style-type: none">Initial discussion paper on the QEF published
July 2008	<ul style="list-style-type: none">Sector Reference Group established to advise on the development of the QEF
Autumn/winter 2008	<ul style="list-style-type: none">Consult with provider representative bodies on the development of an effective 'tri-level reform' model for post-16 learning'
Winter 2008/09	<ul style="list-style-type: none">Publication of QEF circular
Spring 2009	<ul style="list-style-type: none">Conference for providers and other stakeholders, including consultation workshopsIssue updated self-assessment guidanceCompletion and final evaluation of provider performance review cycle
Summer 2009	<ul style="list-style-type: none">Publication of further details of the framework including performance measures
Autumn 2009	<ul style="list-style-type: none">Start implementation of first phase of QEF (learner outcomes)Pilot measures for responsiveness
Summer 2010	<ul style="list-style-type: none">Evaluate first phase of implementation and publish updated framework
Autumn 2010	<ul style="list-style-type: none">Implementation of second phase of QEF (responsiveness)Start of new Estyn inspection cycle
Summer 2011	<ul style="list-style-type: none">Evaluate implementation of QEF and publish updated framework